The Maury Project

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LONG-TERM GOALS

The Maury Project is an oceanography-based graduate-level precollege teacher enhancement program, designed to promote the scientific literacy of young people by improving the background of pre-college teachers on the physical foundations of oceanography. The training of teachers is through a peer-training process of training the trainers at a two-week workshop held at the US Naval Academy.

OBJECTIVES

This project was designed to meet the following objectives:

(a) Master teachers will be trained to be peer trainers and resource persons on the physical foundations of selected oceanographic issues.

(b) Self-contained teacher-enhancement instructional modules will be developed, designed for use by the peer trainers in 1- to 2-hour training sessions.

(c) The peer trainers will arrange and conduct training sessions for other teachers, with support of the AMS.

(d) A national network of oceanography peer trainers and resource persons will be developed.

(e) A variety of instructional resource materials on the physical foundations of oceanography and related topics will be prepared and disseminated.

APPROACH

There were three major components to this program: summer workshops for master precollege teachers, the production of teacher enhancement instructional resource materials, and the peer training of teachers. The intent was to provide a core group of teachers with the knowledge and instructional resources enabling them, in turn, to peer-train a large number of their peer teachers on selected topics potentially appropriate for pre-college classrooms.

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WORK COMPLETED

In Summer 2003, a two-week workshop for pre-college teachers on the physical foundations of selected oceanographic topics was held at the United States Naval Academy in Annapolis, MD.

RESULTS

With the training of 22 new participants in the Summer 2003 Maury Project workshop, a total of 224 teachers representing all 50 states, the District of Columbia, Puerto Rico, American Samoa, Argentina, Guam, Mexico, South Africa, Canada, Great Britain, Australia, Switzerland, Japan, and US Department of Defense Overseas School System have become peer trainers.

IMPACT/APPLICATIONS

All Summer 2003 participants are committed to offer a minimum of two training sessions for pre-college teachers in their home states and regions during the 2003-04 school year. So far in the Year 2003, at least 69 workshops were conducted with more than 966 participants. To see the multiplying effect of this program, consider that since its inception, over 1,300 workshops have been conducted by peer trainers across the country, reaching over 22,000 teachers, each of whom reaches about 100 students daily.

TRANSITIONS

Originally funded by the NSF for 3 summers starting in 1994, the existing Maury Project Summer Workshops at the Naval Academy received additional NOAA, Navy, and AMS support, which will make it possible to conduct workshops through Summer 2004.

PUBLICATIONS

Presentations at the 83rd AMS Annual Meeting (2003)

Kelly, Ann, T. Getting Ceres about the Weather.

Moore, John D. Incorporating Real-time Data into the Classroom. The Digital Globe Project: Visualizing a Sustainable Future.

Deal, Linda. Teaching Oceanography in a K-6 Classroom.

Passow, Michael J. Earth2class: Template for Scientist-Teacher Interactions.

Passow, Michael J. “Wandering the Watershed”: Real-life WES Experiences.

Jewell, Beth. Bridging the Pacific Ocean: Using Oceanography to Make Cultural Connections.

Waites, Claire. The University of Northern Iowa Takes Weather Education by Storm.

Wolter, Craig. The Use of Live Event Learning to Teach High School Meteorology in the New Millenium.

Croone, Craig. Oceanography in the Middle.

Brice, Debbie. Wet and Wild: The Ocean-Atmosphere Interface. The Maury Project and WES: Teacher Enhancement programs for the K-12 Classroom.

Moore, John D. The Digital Water Library Project (DWEL): A NSDL K-12 Collection.